

Instructing Math and Reading/ELA Using the Alternate Eligible Content: Getting Started

January 14, 2015

Questions during the webinar

For Content :

- ▶ AlternateAssessment@pattan.net
- ▶ Reference 01/14/15
- ▶ Questions and answers will be posted as an FAQ with the recorded webinar following this presentation

For Tech Support:

- ▶ support@pattan.net

Objectives and Learner Outcomes

- ▶ Identify the basic components of effective instruction
- ▶ Define and practice essentializing the Alternate Eligible Content to support instructional targets and sequences
- ▶ Identify the components of Concrete, Representational, Abstract methodology of math instruction and its connections to the Alternate Eligible Content
- ▶ Identify components of Reading/ELA instructional strategies necessary to connect to the Alternate Eligible Content

Effective Instruction

- ▶ Communicating with students
- ▶ Using direct instruction
- ▶ Engaging students in learning
- ▶ Using assessment in instruction

Charlotte Danielson: The Framework for Teaching- Domain: Instruction

Effective Instruction

► Communicating with students :

- ❑ How is each student receiving the information?
- ❑ How does each student show what they know?
- ❑ How am I eliciting responses?
- ❑ Am I providing feedback and appropriate reinforcement?

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Effective Instruction

► Using direct instruction:

- ❑ Am I providing opportunities to shape and teach 'new' learning as opposed to students engaging only in repetitive and/or practice activities during 'instructional' periods of time?
- ❑ How much of your lesson is spent modeling vs guided practice vs independent practice? What other strategies could you include, based on the student's level, to increase more independent thinking?

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Effective Instruction

► Engaging students in learning:

- ❑ Are all of the students active participants with their learning?
- ❑ Am I considering errorless learning?
- ❑ Am I differentiating targets and expectations within small and large group instruction?

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Effective Instruction

► Using assessment in instruction:

- ❑ How am I using assessment to guide my instruction?
- ❑ Am I checking in with each learner?
- ❑ How are my data collection systems designed?

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Effective Instruction: Implementing Lessons

- ▶ Before the lesson:
 - What alternate eligible content/knowledge will be addressed?
 - What skills can I teach to help the students acquire and integrate knowledge?
 - What skills can I teach to help the students practice, review and apply the knowledge?
 - How will I know if the students have learned this knowledge?
- ▶ During the lesson:
 - Tell the students what they are learning
 - Using direct instruction, teach what is to be learned
 - Check for understanding and comprehension through direct instruction and practice opportunities
 - Engage students with initial practice
 - Provide feedback
 - Monitor progress
 - Reteach, if needed
 - Provide opportunities for independent practice

Effective Instruction: Implementing Lessons

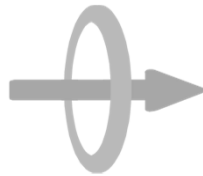
- ▶ After the lesson:
 - Summarize the lesson and restate the focus of the learning
 - Conclude the lesson
 - Provide an exit assessment
- ▶ Teacher reflection:
 - What does the data and exit assessment tell about the student's learning?
 - What went well?
 - What would I change and do differently?
 - Where will I start with the next lesson?

Developing instructional targets and lessons with the Alternate Eligible Content



Making Content Meaningful: *Essentialization*

- The process of making a meaningful yet aligned target for instruction and performance with the Alternate Eligible Content



Ways to Make the Content Meaningful and Attainable

- ▶ Select content
- ▶ Code using the essentialization system
- ▶ Examine the intent of the content then reduce the depth, breadth and complexity based on what you know about the student (s)
- ▶ Generate meaningful and attainable content

Essentialization System Coding

- ▶ Circle the nouns (essential content)
- ▶ Essential verbs are boxed (include the complex verbs as well)
- ▶ Descriptors of the nouns (essential context) and verbs are underlined.

Essentialization

PA Core Standard CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text

Informational text

E05.B-K.1.1.2.c

Identify the key details that support one main idea

Essentialization

E05.B-K.1.1.2.c

Identify the key details that support one main idea

NOUNS: One detail, supporting descriptor, picture, feature, something about...

VERBS: Name, point to, select from a choice of 2 or 3 pictures or objects

CONTEXT: A sentence topic or a person, a place or thing

Essentialization

PA Core Standards:

CC.2.2.HS.C.5: Construct and compare linear, quadratic, and exponential models to solve problems.

CC.2.2.HS.C.5.b

Select the appropriate graphical representation of a linear model based on real world events.

Essentialization

Select the appropriate graphical representation of a linear model based on real world events.

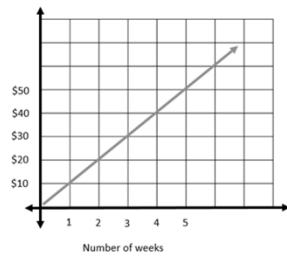
NOUNS: Graphical representation (points, bars, pictures).

VERBS: point to, verbally select, eye gaze, select from a choice of 2 or 3

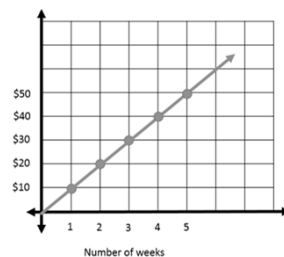
CONTEXT: Linear model defines the event or the context of this alternate eligible content, reducing the complexity changes the intent of the eligible content. Real world events are events or situations that would be familiar to a student. For example: Determining bus pass cost for a monthly budget. Reducing the complexity of the context can be reduced to having the student identify what content they are tracking. A student may need to locate the pictograph that relates to the content discussed and then, as appropriate, build it back to a mathematical concept

Examples

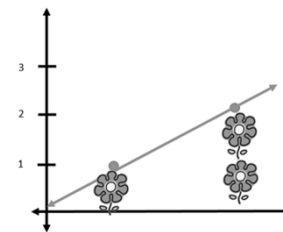
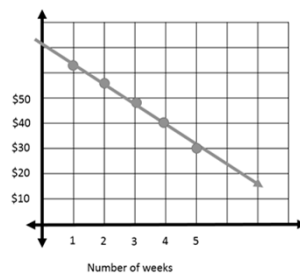
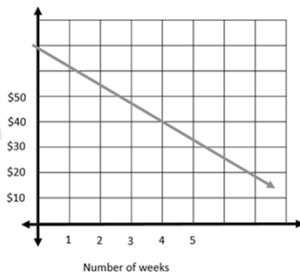
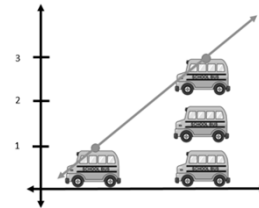
Example 1
No points



Example 2
With points



Example 3
With pictures



Instructional Targets

Using a real life scenario and lines, with or without points, or pictures, the student will be able to select (point to, eye gaze, etc.) the correct graph that represents a provided real world event.

Using a real life scenario and pictures, the student will be able to select (point to, eye gaze, etc.) a graph that represents the provided real world event.

Essentialization Practice

PA Core Standards:

CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multi-digit whole numbers.

M04.A-T.1.1.3.a

Compare values and determine which is greater than, less than or equal.

Essentialization Practice

PA Core Standards:

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

E08.A-C.2.1.1.b

Determine how the characters in the story make the reader respond (e.g., laughing, afraid).

Math



What is Number Sense?

"a child's fluidity and flexibility with numbers, the sense of what numbers mean, and an ability to perform mental mathematics and to look at the world and make comparisons"

(Gersten & Chard, 1999)

Numeracy

Quantity

Symbols

(digits 0 – 9)

1:1 Corr.

names

magnitude

operations

composing

decomposing

line, ten frame, place value mat

CRA

- Concrete (sense making by moving)
- Representational (sense making by drawing)
- Abstract (sense making with symbols)

CONSISTENT LANGUAGE

CRA in Action



Reading/English Language Arts (ELA)



Effective Components

- ▶ Reading vs Read Aloud
 - ▶ Focus on text
- ▶ Literature and Informational
 - ▶ Reducing complexity

Grade Appropriate Text

- ▶ Chronological age/grade
- ▶ Adapted text
- ▶ Use of resources to support comprehension



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Act 48 participants

- ▶ Reminder to click on the link provided at the registration page and complete today's survey with questions and enter today's code.
- ▶ To receive Act 48 (2 hours), you must attend BOTH sessions 'live' and complete the surveys following each session and enter the attendance code

Thank you to our teacher reviewers:

- ▶ Kelly Bucy Lebanon SD
- ▶ Kelly Deems Keystone Central SD
- ▶ Ann Grimes Essay Norwin SD
- ▶ Leah Eslinger Shaw Southern Fulton SD



Alternate Eligible Content 2015 Spring Series 4 Act 48 Credit Hours 3:30pm-4:30pm

- ▶ **February 25, 2015:** Increasing Academic Expectations with the Alternate Eligible Content: Increasing Communication/Language Expectations
- ▶ **March 25, 2015** Increasing Academic Expectations with the Alternate Eligible Content: A Closer Look at Math
- ▶ **April 22, 2015:** Increasing Academic Expectations with the Alternate Eligible Content: A Closer Look at ELA/Reading
- ▶ **May 20, 2015:** Increasing Academic Expectations with the Alternate Eligible Content: Creating Lessons

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